

SECTION II

MONTANA PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS REVIEW PROCESS AND PROCEDURES

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SECTION II
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PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS REVIEW
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INTRODUCTION

The Montana system of professional educator certification is a comprehensive, holistic system that includes three components: educator preparation, educator licensure, and ongoing, required professional development. These three components are integral to one another, and provide assurance to Montana citizens that educators within Montana schools are qualified to meet the learning needs of Montana students.

Article X, Section 9, of the 1972 Montana Constitution established the Board of Public Education (BPE) and the Board of Regents of Higher Education. The Board of Regents of Higher Education has the power, responsibility and authority to supervise, coordinate, manage and control the Montana University System.

The BPE exercises general supervision over the state's public school system and is further authorized under state law to create and establish a system of teacher certification. This teacher certification system is the basis of unit and program accreditation for all Montana professional education units. This means that all professional education units and specific programs within the units, which lead to educator licensure, must be accredited.

The Montana Board of Public Education is authorized by state law and administrative rule to create and establish a system of professional educator certification including training and preparation. The BPE accredits professional educator units in Montana's higher education institutions, based on the Professional Educator Preparation Standards (PEPPS). These protocols are defined in the Professional Educator Preparation Program Standards and Procedural Manual, found on the OPI Web site at www.opi.mt.gov.

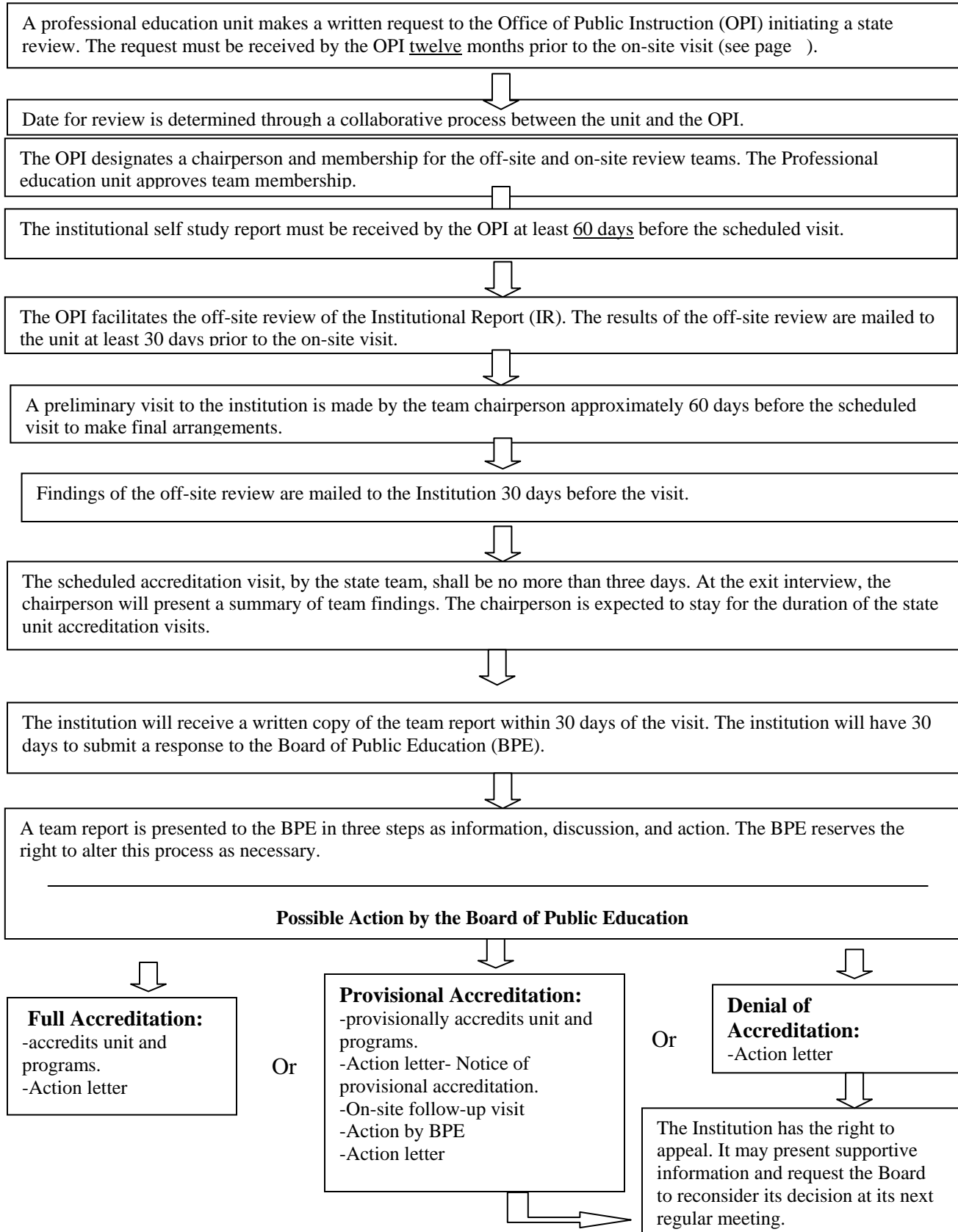
The PEPPS guide professional educator preparation units in the development of curriculum, instructional strategies, aligned assessments, and supervised, relevant field and clinical experiences to prepare educator candidates to meet the learning needs of all Montana students.

INITIAL ACCREDITATION: PROFESSIONAL EDUCATION UNITS

Before state accreditation is considered, an Institution seeking initial accreditation for a new professional education unit must have formal authorization from the administrative board charged with this responsibility. To gain initial accreditation status from the BPE, the following steps are required:

- Formal authorization from the administrative board of the Institution is received by the OPI.
- The Institution provides regional accreditation.
- The new professional education unit completes the Institutional Report with evidence demonstrating compliance with the BPE program preparation standards.
- The IR is electronically submitted to OPI. Electronic links for additional resources including links to appropriate catalogs are provided to OPI.
- The OPI facilitates an off-site review of the institutional report.
- The new professional education unit is scheduled for an on-site visit.
- The on-site review process shall follow the approved state protocol.
- The Board of Public Education approved Professional Educator Preparation Program Standards and Procedures Manual shall be used to guide the review process. The Superintendent of Public Instruction shall recommend accreditation status to the Board of Public Education based upon the on-site team report.
- The Board of Public Education shall conduct a follow-up on-site visit of the newly accredited professional education unit within two years.
- In cases when an on-site review is not available within the desired time period, the OPI shall review a new professional education unit and its IR by meeting with the dean of education or the professional education unit's representative to ensure that the program is equivalent to other state-authorized units.
- If the recommendation from this meeting is to accredit, the new professional education unit may only be recognized as provisionally accredited until a formal on-site visit is conducted within a year.

Process for State Accreditation of Professional Education Units



I. STATE REVIEW PROTOCOL

CATEGORY	PROCEDURE
I. STANDARDS	
A. Unit Standards	The Montana Board of Public Education (BPE) has incorporated the NCATE unit standards into the Montana Professional Educator Preparation Program Standards (PEPPS).
B. State Program Standards	State standards adopted by the BPE are used to accredit professional education programs that lead to specific licenses and endorsements. The Montana PEPPS are comprised of the BPE adopted requirements for all licensure and endorsement programs and are aligned with NCATE approved program standards.
II. TEAM	
A. Team Composition	The OPI selects team members from a cadre of professionals who have completed training on the accreditation process. The OPI provides the professional education unit with the proposed team chairperson and a list of professional educators to serve on the on-site review team. The OPI selects visiting team members whose expertise, training and/or endorsement reflects programs to be reviewed. American Indian educators shall serve on each review team.
B. Training and Qualifications	Program reviewers must have a minimum of five years of teaching or other appropriate experience as determined by the Board of Public Education and have completed the training authorized by the BPE. All program reviewers must (1) complete training in the standards and the review process and procedures and (2) have access to the Internet and basic technology skills.
C. Team Size	<p>The size of the on-site review team shall be determined by the OPI coordinator, unit representative, and the team chair.</p> <p>The OPI selects a team chairperson and a list of professionals to serve on the off-site and on-site review teams. The unit confirms the team chair and</p>

CATEGORY	PROCEDURE
	members of the on-site review team. The OPI will if necessary name replacements to complete the team.
D. Team Chairperson	The team chair coordinates all phases of the on-site visit and preparation of the team report, in collaboration with the OPI coordinator. The team chair and the OPI coordinator conduct a pre-visit approximately 60 days before the on-site visit.
E. Consultant/Coordinator	The Montana OPI Professional Education Program Director serves as the State Coordinator or appoints a designee. The State Coordinator is a non-voting member of the review team.
F. Observers	The OPI shall request representation from BPE and MEA-MFT as an ex officio, non-voting observers on each review team.
G. Decision Making	The team shall make decisions by consensus, and the team chairperson shall resolve all conflicts.
H. Final Report	The final report of the on-site review shall be provided to the professional education unit within thirty (30) days. The professional education unit has 30 days to respond before team recommendations are presented to the Board of Public Education.
I. Evaluations	Following the on-site visit, the performance of the team is evaluated by the OPI.
J. Expenses	The unit covers the expenses of the on-site visit including the expenses of the State On-Site Team. The OPI covers the expenses of the State Coordinator and additional OPI staff.
III Preparation	
A. Scheduling The Review	The dean of education, or other appropriate official, shall notify the office of public instruction by letter of the proposed dates for the visit and shall list specific programs to be reviewed by completing the Program Review Request Form (See page) twelve months preceding the visit. The visit shall not exceed three days.

CATEGORY	PROCEDURE
B. PEPPS Materials	The Montana PEPPS and Procedures Manual contain the standards, guidelines, forms, and support and resource material for the unit reviews. The PEPPS Manual is available on the OPI Web page at www.opi.mt.gov/accreditation
C. Pre Conditions	The completed Institutional Report is provided electronically to the OPI 60 days prior to the on-site visit.
D. Program Report	<p>The initial review of the unit's programs is completed prior to the on-site visit using an off-site review process. The off-site program review is facilitated by the state coordinator and completed 30 days before the on-site review.</p> <p>The initial report of the off-site review is electronically mailed to the unit 30 days before the on-site visit.</p>
E. Institutional Report	<p>The Institutional Report provides evidence to verify compliance with the standards pertaining to the unit and applicable program areas.</p> <p>The professional education unit submits to the office of public instruction an electronic copy of the IR. The IR must be received by OPI at least 60 days before the scheduled visit. In addition, the professional education unit will provide one paper copy of the IR, CD, and electronic links to its catalog(s) and other relevant information pertinent to the effectiveness of the review process. These materials must be received by the team members at least 30 days prior to the on-site visit.</p>
F. Dates of On-Site Visit	Specific dates for the site visits are confirmed by the unit and the OPI.
G. Pre-Visit	Approximately 60 days before the visit, the state coordinator and team chair meet on-site with the unit dean to plan the visit.

CATEGORY	PROCEDURE
IV. On-Site Review	
A. Orientation to State Process/Protocol	The state coordinator and the team chair will conduct an orientation to the state team of the state accreditation process and accreditation protocol.
B. Conducting the On-Site Review	A template developed jointly with the OPI and the Montana Council of Deans and approved by the BPE is used to guide the review process.
C. Evidence/Exhibit Room	Electronic exhibit rooms are encouraged. Units shall provide evidence that demonstrates what candidates know and are able to do. In addition units are required to provide evidence that data are used to evaluate student performance and modify programs. Units shall provide data from: 1) assessments at admissions; 2) verification of content knowledge; 3) student teaching and clinical experience assessments; 4) follow-up studies.
D. Exit Conference	Team chair conducts the exit conference with unit and institution representatives.
E. State On-Site Report	<p>The State On-Site Report is e-mailed to the OPI and the state team members within 30 days following the on-site visit.</p> <p>The state report is compiled by the team chair in consultation with the state coordinator.</p>
V. After the On-Site Review	
A. Report sent from the OPI	One copy of the report will be received electronically by the unit within 30 days following the on-site visit. This report will be sent electronically to the dean of the unit, team chair, and to the BPE.
B. Rejoinder	The unit may submit a response to the report concerning errors or omissions within 30 days after the report is received and before it is submitted to the BPE for action.
C. Accreditation & Approval	The Montana BPE is authorized to establish accreditation standards and procedures and to determine accreditation status of the professional education units.
D. Final Action Report	The report is submitted to the BPE for information, discussion, and action. The action taken by the BPE is reported by the OPI to the unit.

CATEGORY	PROCEDURE
E. Appeal Procedure	The unit is permitted to rejoin the decision of the BPE at its next meeting.
VI. On-Going Responsibilities	
A. Protocol Distribution	The state coordinator shall post and maintain the state protocol of the PEPPS on the OPI Web site. The state protocol is available in hard copy upon request.
B. Accreditation Cycle	Professional Education Units (PEU) in the state of Montana follow a seven-year review cycle after successfully completing an initial accreditation review.
C. Code of Conduct/ Conflict of Interest	<p>Montana has adopted the NCATE code of ethics. Team members shall treat all matters confidentially and shall honor and support all consensus decisions of the team.</p> <p>Program reviewers shall conduct themselves at all times while representing the BPE and OPI as thoughtful, competent, well-prepared, and impartial professionals.</p> <p>Conflict of Interest</p> <p>Montana has adopted the NCATE Conflict of Interest policy. The program reviewers shall avoid conflicts of interest and should exclude themselves from the BPE review team for any reason which may represent an actual or perceived conflict of interest.</p>
VII. Annual Reviews	
A. Regional Accreditation	PEUs shall maintain regional accreditation to continue state accreditation.
B. Annual Report	PEUs annually provide to OPI a copy of the NCATE Data Report.

II. JOINT NCATE/STATE REVIEW PROTOCOL

Category	NCATE policy & options	State additions/response
I. Standards		
A. Unit Standards	<p>NCATE unit standards apply to the professional education unit.</p> <p>Specific State criteria, as determined by the State Agency, and institutional criteria as determined by the institution or higher education commission, may also be applied to units and/or programs being reviewed by NCATE and the State.</p>	<p>The Montana Board of Public Education (BPE) has incorporated the NCATE unit standards into the Montana Professional Educator Preparation Program Standards and Procedures Manual.</p>
B. State Program Standards	<p>NCATE defers to the State's review of the unit's programs if the teacher education program standards or licensing standards and the State's review processes are sufficiently similar to NCATE's, as determined by the State Partnership Board (SPB).</p> <p><u>Program National Recognition:</u> The State may choose to seek authority for State program approval to be accepted as national recognition of the unit's programs by NCATE's SPAs in the NCATE list of nationally recognized programs. If the State is not authorized to recommend national recognition, the unit may</p>	<p>State standards adopted by the BPE are used to approve professional education programs that lead to specific licenses and endorsements. The Montana PEPPS are comprised of the BPE adopted requirements for all licensure and endorsement programs and are aligned with NCATE approved program standards.</p> <p>The BPE requires each professional education unit to undergo a program area review conducted by the Office of Public Instruction (OPI). This</p>

Category	NCATE policy & options	State additions/response
	<p>seek national recognition of a program by submitting its program for review through NCATE.</p>	<p>ensures that all licensure and endorsement programs comply with BPE requirements. This off-site review process is completed 60 days prior to the on-site visit. Following the review, OPI submits a written report to the unit 30 days prior to the on-site visit.</p>
II. Team		
<p>A. Team Composition: Joint State/ NCATE</p>	<p>NCATE and State team members work together, sharing equal roles and responsibilities in all functions of the review.</p> <p>The NCATE team is selected from NCATE's Board of Examiners (BOE). The team includes representatives from organizations of teacher educators, teachers, education specialists and/or policy makers. Non-voting members of the team include the State Consultant (usually the NCATE State Partnership Contact, or his/her designee), and a representative of the state affiliate of NEA and/or AFT. Team assignments are systematically made to ensure that conflicts of interest are avoided.</p>	<p>The Montana State reviewers are selected by the OPI from NCATE/State Team trained Montana educators. Two teams participate in the joint on-site review: NCATE/State Team and State Verification Team. These team members include faculty of higher education, K-12 teachers, and other school personnel.</p>

Category	NCATE policy & options	State additions/response
B. Training Expectations: Joint	<p>NCATE team members must participate in the NCATE-sponsored BOE training.</p> <p>State team members must be trained by NCATE staff or an NCATE authorized trainee, as outlined in the State rules.</p>	<p>The Montana OPI and the NCATE staff jointly plan and provide training to State Review Team members. Montana NCATE/State Team training is scheduled every four years.</p>
C. Team Size: Joint	<p>For first, continuing, and probation visits, the BOE team will include 3-6 members depending on several factors, including the number of candidates, faculty, and the unit's programs. Additional team members may be added to visit off-campus sites.</p> <p>For focused visits, the team will include 2-3 BOE members.</p>	<p>The NCATE/State Team shall be comprised of one member less than the NCATE representatives. These state representatives have full voting rights as members of the NCATE/State Team.</p>
D. Chair Responsibilities: Joint	<p>The NCATE chairperson and the State chairperson serve as co-chairs. They are jointly responsible for planning and conducting the visit.</p> <p>The co-chairs conduct a previsit approximately 60 days before the visit to plan interviews and finalize the logistics for the visit. The State Consultant and State team chair should participate in the previsit.</p>	<p>The State co-chair is appointed by the OPI. The State Consultant and the NCATE and State co-chairs conduct a pre-visit approximately 60 days before the on-site visit. The co-chairs assign roles and responsibilities to the NCATE/State Team and State Verification Team members.</p>

Category	NCATE policy & options	State additions/response
	The co-chairs assign roles and responsibilities to BOE and State team members.	
E. Consultants/Other Participants	NCATE invites the State education agencies to appoint a “State Consultant” to advise the team on State requirements, nomenclature, and special circumstances. The State Consultant’s expenses are covered by the respective agency. The State Consultant facilitates an orientation to the State Partnership at a team meeting prior to the review activities. The consultant is usually the State Partnership Contact, but may be his/her designee, and is a non-voting member of the BOE team. The State Consultant may serve as a voting member of the State team, if so designated by the State. A few states (e.g., SC and FL) may have consultants from two agencies.	The Montana OPI Professional Education Program Director serves as the State Consultant or appoints a designee. The State Consultant’s expenses are covered by the OPI. The State Consultant is a non-voting member of the joint review team.
F. NEA/AFT Representatives and Other Observers	NCATE invites the State affiliates of the NEA and AFT to appoint observers for the on-site visit in partnership States. The participants’ respective agencies are responsible for their travel and	Observers from MEA-MFT and the BPE are invited to participate, but do not vote.

Category	NCATE policy & options	State additions/response
	<p>maintenance expenses.</p> <p>These observers can assist the BOE team with the collection of data, interviews, and the editing of the team report. However, they should not be assigned a primary writing assignment. Observers are non-voting members of the BOE team.</p>	
G. Decision-making	<p>Decisions are usually made through consensus-driving discussions of whether standards are met. When consensus cannot be reached, a vote may be taken.</p>	<p>The State Team members have full voting rights as members of the NCATE/State Team. The State Consultant is a non-voting member of the joint review team.</p>
H. Writing the Report: Joint	<p>The NCATE chair assigns writing responsibilities to each team member. The BOE report includes the BOE team's responses to the 6 unit standards at both the initial teacher preparation and advanced levels as appropriate. If the State or institution has additional requirements, the report should have the BOE team's responses to the State/Institution requirements attached as a Report Addendum. The final report is compiled by the BOE chair.</p>	<p>The final report of the NCATE unit standards is compiled and approved jointly by both NCATE and State Team members. The responsibility for submitting the NCATE unit standards report belongs to the NCATE co-chair. Responsibility for submitting the report of the Montana professional education standards, for both basic and advanced levels as appropriate, is held by the State co-chair with</p>

Category	NCATE policy & options	State additions/response
	<p>The NCATE and State chairs assign primary and secondary writing responsibilities to both NCATE and State team members.</p> <p>The draft of the BOE report should be completed by the end of the on-site visit.</p> <p>The BOE draft report should be sent to NCATE and the team members for editing, and to the unit for correction of factual errors.</p> <p>The BOE team chair e-mails one copy of the final report to the NCATE office and a copy to each member of the NCATE team within 30 days following the visit.</p>	<p>assistance from the OPI.</p>
I. Evaluations	<p>Following the on-site visit, the performance of BOE members is evaluated electronically by the unit, the other national and State BOE members, and State consultants who served on the same visiting team. The evaluations are used by NCATE and the State to determine who should continue BOE service and to identify potential team chairs.</p>	<p>Following the on-site visit, the performance of the State Team members is evaluated by the OPI. The evaluations are used to select team members for future on-site reviews.</p>
J. Expenses	During the semester of	The unit covers the

Category	NCATE policy & options	State additions/response
	the visit, the unit will pay NCATE a Periodic Evaluation Fee of \$1,000 per NCATE BOE team member participating in the on-site visit.	expenses of the on-site visit including the expenses of the NCATE/State Team and the State Verification Team. The OPI covers the expenses of the State Consultant and additional OPI staff.
III. Preparation		
A. Units' Intent-to-Seek request	For initial accreditation, at least two years before hosting an on-site visit, the unit should indicate its interest in seeking accreditation. The request should include the semester and year in which the unit plans to host the on-site review.	
B. NCATE materials	<p>In response to interest request, NCATE provide weblinks to the following materials:</p> <ul style="list-style-type: none"> • Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education; • Handbook for Accreditation Visits; • “Intent to Seek NCATE accreditation” form – TO BE SUBMITTED 2 YEARS BEFORE THE VISIT; • Timeline for semester and year 	The Montana PEPPS and Procedures Manual is available on the OPI Web site at www.opi.mt.gov . This document contains guidelines, forms, and materials for site visits.

Category	NCATE policy & options	State additions/response
	<p>of visit;</p> <ul style="list-style-type: none"> List of NCATE partnership States; and Other accreditation information 	
C. Preconditions	<p>For first visits, the unit responds to the preconditions found on the NCATE website. The preconditions report must be submitted to the NCATE office at least eighteen months prior to the on-site visit.</p> <p>All accredited units <i>must continue to meet the preconditions</i> for continued NCATE accreditation. Annually, NCATE reviews Title II test data and will request additional information from the unit that no longer meets the required State pass rate.</p>	The Institutional Report is sent to the OPI 60 days prior to the on-site visit.
D. Program Reports	<p>If the Partnership Agreement requires the unit to submit program reports, it must submit them by February 1 or September 15, two or three semesters before the continuing visit.</p> <p>For a continuing visit, NCATE requests the unit to verify online their “Status of Program Reviews,” approximately two years before the visit.</p>	The initial review of the unit’s programs is completed (either electronically or on paper) prior to the on-site visit.

Category	NCATE policy & options	State additions/response
	<p>This information will indicate which program reports to submit.</p> <p>For specific information on the preparation of program reports visit the NCATE website.</p>	
E. Institutional Report	<p>The professional education unit is required to write and submit an Institutional Report (IR) that describes the unit's conceptual framework and evidence that demonstrates that the 6 standards are met. In continuing accreditation visits, the IR also serves as a primary documentation of the unit's growth and development since the last accreditation visit.</p> <p>The unit sends one copy of the IR and related links to undergraduate and graduate (if applicable) catalogs to each NCATE BOE team member, State consultant, and NEA/AFT observers. Either an electronic copy of the Institutional Report is sent to NCATE, or the unit may send two paper copies.</p>	<p>The State Verification Team reviews the specific program standards, as appropriate, in Chapters 5, 6, 7, 8, and 9 of the Montana PEPPS and additional Montana requirements as articulated in Appendix A of PEPPS. The NCATE/State Team examines the NCATE Unit Standards in lieu of Chapters 2 and 3 of the Montana standards.</p> <p>The unit sends one copy of the full NCATE Institutional Report and related links to catalog to the co-chair of the State Team and to the Montana OPI. Either an electronic copy of the IR is sent to the OPI or the unit may send two paper copies. The State co-chair shall send to each member of the State Verification</p>

Category	NCATE policy & options	State additions/response
		<p>Team a copy of the unit's response to Chapters 5, 6, 7, 8, and 9 of the Montana standards as appropriate for their review responsibilities plus college catalogs. These materials must be received by team members at least 30 days prior to the visit.</p>
<p>F. Dates of On-Site Visit</p>	<p>NCATE requests units to submit its preferred visit date to NCATE at least 1 year prior to the on-site visit. Units in Partnership States must have the date approved by the State Agency prior to submitting its request to NCATE.</p> <p>The State Agency must first agree to requests for a delay in the visit, before submitting the delay request to NCATE.</p> <p>Visits are scheduled from Saturday through Wednesday excepting special circumstances.</p>	<p>Specific dates for the site visits are confirmed by the Montana OPI before submission to NCATE.</p>
<p>G. Previsit</p>	<p>The previsit should be scheduled about 60 days before the on-site visit. See the <i>Handbook for Accreditation Visits</i> for further details.</p> <p>The State Consultant, BOE chair, head of the</p>	<p>The State co-chair and consultant and/or designee from the Montana Office of Public Instruction meet with the NCATE chair and the unit head and/or designee to plan the visit.</p>

Category	NCATE policy & options	State additions/response
	unit, and NCATE coordinator should be present. If the visit is joint or concurrent, the State team chair should also participate in the previsit.	
H. 3 rd Party Testimony	<p>Six months before the on-site review, the unit must publish a “Call for Comment” inviting 3rd party testimony related to the upcoming NCATE visit to be sent to NCATE.</p> <p>Two to three months before the on-site review, NCATE sends copies of any third-party testimony it received to the unit for comment and to the BOE team chair.</p>	
IV. On-Site Review		
A. Orientation to State Process/ Protocol	If the visit is being conducted jointly or concurrently, the State Consultant (or his/her designee) will facilitate an orientation to the State process and Protocol.	The State co-chair and consultant will jointly conduct an orientation to the State Verification Team on process and protocol.
B. Conducting the On-Site Review	The NCATE template for on-site visits guides the conduct of the visit as outlined in the <i>NCATE Handbook for Accreditation Visits</i> and on the NCATE website.	A template jointly developed with NCATE and the Montana OPI is used to guide the conduct of the NCATE/State Team visit. The Montana PEPPS and Procedures Manual will provide guidance for the State Verification portion

Category	NCATE policy & options	State additions/response of the review.
C. Evidence/Exhibit Room	<p>Electronic exhibit rooms are encouraged. Access NCATE's electronic exhibit room guidelines.</p> <p>Performance-based evidence that demonstrates what candidates know and are able to do must be included in the exhibit room. Units must provide data from: 1) assessments at admissions; 2) State licensure tests; 3) internship assessments; and 4) follow-up studies. For other assessment data examples, see "Assessing Education Candidate Performance: A Look at Changing Practices."</p>	<p>State Verification and NCATE/State teams will share interviews and exhibits during the visit.</p> <p>NCATE/State Team members with responsibility for Montana's Sub-Chapters 2 and 3 will be paired to collect data on the six NCATE unit standards.</p> <p>Electronic exhibit rooms are encouraged.</p>
D. BOE Report	<p>The BOE report includes the BOE team's responses to the 6 unit standards at both the initial teacher preparation and advanced levels as appropriate. If the State/Institution has additional requirements, the report should have the BOE team's responses to the State requirements attached as a State Addendum. The final report is compiled by the BOE chair.</p>	<p>The NCATE report is e-mailed to the State co-chair, the OPI and the NCATE/State Team members.</p> <p>The State report is compiled by the State co-chair and is e-mailed to the OPI, team members, and unit within 30 days following the visit.</p>

Category	NCATE policy & options	State additions/response
	The BOE team chair e-mails one copy of the final BOE Report to the NCATE office and a copy to each member of the NCATE team within 30 days following the visit.	
E. Exit Conference	An exit conference is conducted before the team departs Wednesday. It is conducted by the NCATE team chair, State team chair, and State Consultants. The unit is represented by the unit head and coordinator of the NCATE review; the president and/or provost may also attend.	The State co-chair and consultant participate in NCATE/State Team exit conference.
V. After the On-Site Review		
A. BOE report sent from NCATE	NCATE mails two copies of the report to the unit and one copy to the appropriate State Agencies.	One copy of the report will be received by the unit within 30 days following the visit. This report will be mailed to the dean of the school of education and to the Montana OPI.
B. Rejoinder	The unit submits to NCATE and the State an electronic copy, or five hard copies, of its rejoinder to the BOE report within 30 days after receipt of the BOE Report.	The unit may submit a response to the report concerning errors or omissions within 30 days after the report is received and before it is submitted to the BPE for action.
C. Accreditation & Approval	NCATE's Unit Accreditation Board	The Montana BPE is authorized to establish

Category	NCATE policy & options	State additions/response
	<p>(UAB) is responsible for determining the accreditation status of professional education units, during meetings twice a year. In most cases, accreditation decisions are rendered at the UAB meeting in the semester that follows the BOE review.</p> <p>NCATE provides written notice of all accreditation decisions to the U.S. Department of Education, the appropriate state licensing or authorizing agency, all institutional accrediting agencies recognized by the U.S. Department of Education and the Council for Higher Education Accreditation, and the public (via the NCATE website)</p> <p>More information about reporting accreditation decisions may be found in NCATE's Policies on Dissemination of Information. Definitions of NCATE accreditation decisions can also be found on NCATE's website or in the Handbook for Accreditation Visits.</p>	<p>accreditation standards and approval process for the Montana PEPPS.</p>
D. Final Action Report	Within 30 days after NCATE's Unit Accreditation Board takes action on the	The report is submitted to the OPI and the BPE. Upon review of the report,

Category	NCATE policy & options	State additions/response
	accreditation of the unit, NCATE sends the chief executive officer and head of the professional education unit a letter that indicates the official action.	final action is taken by the Board; that action is reported to the unit and the Commissioner of Higher Education. One copy of notification of action by the Board is forwarded to NCATE.
E. Appeal Procedure	Units may appeal any of the following Unit Accreditation Board decisions: Provisional Accreditation, Accreditation with Conditions, Revocation of Accreditation, and Probation. See NCATE's website at for specific policies and procedures related to the appeals process .	
VI. On-Going Responsibilities		
A. Protocol Distribution	NCATE will post the State Partnership Protocol on its website; it is also available in hard copy upon request. States will distribute the protocol to all units following the creation/renewal of a Partnership or after either party makes revisions.	The OPI will post the NCATE/Montana Partnership Agreement/Protocol on the OPI Web site. The agreement is available in hard copy upon request.
B. Accreditation Cycle	Units that receive accreditation for the first time will be scheduled for their next visit five years from the semester in which their visit occurred.	Units in the state of Montana follow a seven-year cycle after the first continuing accreditation review.

Category	NCATE policy & options	State additions/response
	<p>Units that receive continuing accreditation will be scheduled for their next visit seven years from the semester in which their visit occurred. The seven-year cycle of visits apply only if the State has agreed to a seven-year cycle.</p> <p>Units may host a probationary or focused visit as a result of conditional or provisional accreditation; visits will be within 2 years of the UAB's decision.</p>	<p>Montana OPI will conduct probationary or focused visits as a result of provisional accreditation. These visits will be within six school months following final action by the BPE.</p>
C. Code of Conduct	<p>To assure units and the public that NCATE reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the accreditation system, BOE members, board members, program reviewers, and staff shall follow NCATE's Code of Conduct, in the Handbook for Accreditation Visits and on NCATE's website.</p> <p>Violation of any part of the Code of Conduct could result in the board member's removal from the board.</p>	<p>Montana has adopted the NCATE code of ethics.</p>
D. Annual Reviews		

Category	NCATE policy & options	State additions/response
1. Regional Accreditation	Units must maintain regional accreditation in order to continue its NCATE accreditation.	Units must maintain regional accreditation in order to continue state approval.
2. Change in State Status	<p>The State will provide to NCATE its policy leading to a “Change in State Status.”</p> <p>The State will notify NCATE within thirty days of action taken that an NCATE unit has had a Change in State Status.</p> <p>Notification of an NCATE accredited unit’s Change in State Status by the State will initiate a review by NCATE’s <i>Annual Report and Preconditions Audit Committee</i>.</p> <p>The NCATE president will notify the unit that the State has informed NCATE of a change in their state status and require the unit to submit a special report within 90 days.</p>	
3. Precondition 7	The unit’s programs are approved by the appropriate State agency or agencies, and, in States with educator licensing examinations and required pass rates, the unit’s summary pass rate meets or exceeds the required State pass rate.	Montana does not require licensing examinations.

Category	NCATE policy & options	State additions/response
4. Annual Report	Submission of the Annual Report is a requirement for all units that are accredited by NCATE or are candidates or precandidates for NCATE accreditation. Annual Reports are due October 1 st and should be submitted electronically.	Units annually send to OPI a copy of NCATE Data Annual Report.

Montana Professional Educator Preparation Program Standards and Procedures Manual

Section II -Appendix

Sample Report Form

Program Review Request Form

SAMPLE REPORT FORM

Number and Name of Standard:_____

Validating Statement:

“Supporting materials were reviewed and interviews conducted with students and faculty (names, title, department).” (Brief description of what was observed with support documentation.)

Sources of Evidence:

Evidence gathered from general bulletin and catalog, course syllabi, candidate portfolio, interviews with department faculty, students, and cooperating teachers.

Evaluation:

Most of the required courses are cited as meeting the standards. Upon further verification the evaluators determined that substandard ----- shows no evidence that the substandard is met. However, the overall standard exhibits relevant content, research-based pedagogy, and thorough practical applications.

Commendations:

Recommendation:

Recommend approval

PROGRAM REVIEW REQUEST FORM

(To be completed and returned to the Office of Public Instruction)

The information on this report will be used by OPI to determine the composition of the visiting program review team.

Name of Institution _____

Date of On-Site Review _____

Name and Title of Person Completing this Form

Please indicate the programs in the professional education unit (showing degree levels at which each program is offered) for which the review is requested.

BACHELOR'S MASTER'S DOCTORATE OTHER

1. Agriculture (503)				
2. Art K-12 (50)				
3. Business Education				
4. Computer Science				
5. Distributive Ed./Marketing				
6. Drama				
7. Elementary				
8. English				
9. English as a Second Language K-12				
10. Students with Disabilities K-12				
11. World Language K-12				
12. School Counseling K-12				
13. Health				
14. Family & Consumer Science				
15. Industrial/Technology Education				

	BACHELOR'S	MASTER'S	DOCTORATE	OTHER
16 Journalism				
17. Library K-12				
18. Mathematics				
19. Music K-12				
20. Physical Education & Health K-12				
21. Reading Specialist K-12				
22. Broadfield Science				
23. Biology				
24. Chemistry				
25. Earth Science				
26. Physical Science				
27. Physics				
28. Broadfield Social Studies				
29. Economics				
30. Geography				
31. Government				
32. History				
33. Sociology				
34. Psychology				
35. Speech Communication				
36. Trade & Industry				
37. Traffic Education				
38. Supervisors/Curriculum Directors				
39. School Principals				
40. School Superintendents				
41. School Psychologists				
42. Permissive Special Competencies: (specify)				